



**LONG DITTON**  
 INFANT AND NURSERY SCHOOL  
 THE HEART OF LONG DITTON SINCE 1911



## GEOGRAPHY Long Term Planning Overview

	AUTUMN	SPRING	SUMMER
<b>NURSERY</b>	<p><b>UNDERSTANDING THE WORLD</b>  <b>People and Communities</b>  <b>22 – 36 Months</b></p> <ul style="list-style-type: none"> <li>• Has a sense of own immediate family and relations</li> <li>• In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea</li> <li>• Beginning to have their own friends</li> </ul> <p><b>The World</b>  <b>22 – 36 Months</b></p>	<p><b>UNDERSTANDING THE WORLD</b>  <b>People and Communities</b>  <b>22 – 36 Months</b></p> <ul style="list-style-type: none"> <li>• Has a sense of own immediate family and relations</li> <li>• In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea</li> <li>• Developing their own friendships</li> <li>• Learns that they have similarities and differences that connect them to, and distinguish them from, others</li> </ul>	<p><b>UNDERSTANDING THE WORLD</b>  <b>People and Communities</b>  <b>30 – 50 Months</b></p> <ul style="list-style-type: none"> <li>• Shows interest in the lives of people who are familiar to them</li> <li>• Remembers and talks about significant events in their own experience</li> <li>• Recognises and describes special times or events for family or friends</li> <li>• Shows interest in different occupations and ways of life</li> <li>• Knows some of the things that make them unique, and can talk about some of the</li> </ul>

	<ul style="list-style-type: none"> <li>Enjoys playing with small-world models such as a farm, a garage, or a train track</li> </ul>	<p><b>The World</b> <b>22 – 36 Months</b></p> <ul style="list-style-type: none"> <li>Enjoys playing with small-world models such as a farm, a garage, or a train track</li> <li>Notices detailed features of objects in their environment</li> </ul>	<p>similarities and differences in relation to friends or family</p> <p><b>The World</b> <b>30 – 50 Months</b></p> <ul style="list-style-type: none"> <li>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</li> <li>Can talk about some of the things they have observed such as plants, animals, natural and found objects</li> <li>Talks about why things happen and how things work</li> <li>Developing an understanding of growth, decay and changes over time</li> </ul> <p>Shows care and concern for living things and the environment</p>
<b>RECEPTION</b>	<p><b>UNDERSTANDING THE WORLD</b> <b>People and Communities</b> <b>30 – 50 Months</b></p> <ul style="list-style-type: none"> <li>Shows interest in the lives of people who are familiar to them</li> <li>Remembers and talks about significant events in their own experience</li> </ul>	<p><b>UNDERSTANDING THE WORLD</b> <b>People and Communities</b> <b>30 – 50 Months</b></p> <ul style="list-style-type: none"> <li>Recognises and describes special times or events for family or friends</li> <li>Knows some of the things that make them unique, and can talk about some of the</li> </ul>	<p><b>UNDERSTANDING THE WORLD</b> <b>Early Learning Goal</b> <b>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between</b></p>

	<ul style="list-style-type: none"> <li>• Recognises and describes special times or events for family or friends</li> <li>• Shows interest in different occupations and ways of life</li> <li>• Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</li> </ul> <p><b>The World</b> <b>30 – 50 Months</b></p> <ul style="list-style-type: none"> <li>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</li> <li>• Can talk about some of the things they have observed such as plants, animals, natural and found objects</li> <li>• Talks about why things happen and how things work</li> <li>• Developing an understanding of growth, decay and changes over time</li> <li>• Shows care and concern for living things and the environment</li> </ul>	<p>similarities and differences in relation to friends or family</p> <p><b>People and Communities</b> <b>40 – 60 + Months</b></p> <ul style="list-style-type: none"> <li>• Enjoys joining in with family customs and routines</li> </ul> <p><b>The World</b> <b>30 – 50 Months</b></p> <ul style="list-style-type: none"> <li>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</li> <li>• developing an understanding of growth, decay and changes over time</li> <li>• Shows care and concern for living things and the environment</li> </ul> <p><b>The World</b> <b>40 – 60 + Months</b></p> <ul style="list-style-type: none"> <li>• Looks closely at similarities, differences, patterns and change</li> </ul>	<p><b>themselves and others, and among families, communities and traditions</b></p> <p><b>Early Learning Goal</b> <b>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes</b></p>
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<p><b>YEAR 1</b> The skills may be taught during any term over the year</p>	<p><b>Skills taught:</b> <b>Geographical skills and fieldwork</b> To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p><b>Context and the world around us</b> <b>Maps</b></p> <ul style="list-style-type: none"> <li>• To identify and name key features and properties sometimes linking different experiences, observations and events</li> <li>• To be able to observe and record what they can see on a map</li> <li>• To be able to make maps and plans</li> <li>• To be able to make observations about where things are located</li> </ul> <p><b>Co-ordinates</b></p> <ul style="list-style-type: none"> <li>• To be able to identify and describe where places e.g. on a map</li> </ul>	<p><b>Skills taught:</b> <b>Human and physical geography</b> To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p><b>Context and the world around us</b> (link to science and seasons)</p> <ul style="list-style-type: none"> <li>• To understand different types of weather</li> <li>• To understand that places have different weather</li> <li>• To make comparisons between UK weather and places around the world</li> <li>• To develop their understanding of some forms of extreme weather</li> <li>• To make connections between weather and physical features of the world around them.</li> <li>• To understand different weather symbols.</li> <li>• To understand where to find information about the weather.</li> <li>• To write and perform a weather report with a group</li> </ul>	<p><b>Skills taught:</b> <b>Place knowledge</b> To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p><b>Context and the world around us</b></p> <ul style="list-style-type: none"> <li>• Home research project</li> <li>• To recognise similarities and differences between places – eg: Comparing Africa and Long Ditton</li> </ul>
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	<ul style="list-style-type: none"> <li>To make observations about where things are located.</li> </ul> <p><b>Local environment</b></p> <ul style="list-style-type: none"> <li>To be able to ask geographical questions e.g. where things are</li> <li>To be able to observe and record buildings in our local area</li> </ul>		
<b>YEAR 2</b>	<p><b>Skills Taught</b></p> <p><b>Locational knowledge</b> To name and locate the world's seven continents and five oceans. To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p><b>Local environment STOKES FIELD (all year)</b></p> <ul style="list-style-type: none"> <li>To observe and record, identify buildings in the street and complete a chart</li> <li>To communicate in different ways eg: in pictures, speech, writing</li> </ul>	<p><b>Skills Taught</b> To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p><b>Use other sources of information</b> <b>Compare the locality of the school with another place</b></p> <ul style="list-style-type: none"> <li>Locality either in the United Kingdom or overseas that has physical and/or human features that contrast with those in the locality of the school.</li> <li>To use photographs, maps, and case studies to find out about a place</li> </ul> <p><b>Human and physical geography</b></p>	<p><b>Skills Taught</b> <b>Geographical skills and fieldwork</b> To use simple compass directions (North, South, East and West) and locational and directional language (near and far; left and right), to describe the location of features and routes on a map.</p>

	<ul style="list-style-type: none"> <li>• To use geographical vocabulary (hill, river, motorway, near, far, north, south)</li> <li>• To use fieldwork skills eg: recording information on a school plan or local area map</li> </ul> <p><b>Knowledge and understanding of places</b></p> <ul style="list-style-type: none"> <li>• To identify and describe what places are like eg: for example, in terms of landscape, jobs, weather</li> <li>• To identify and describe where places are eg: position on a map, whether they are on a river</li> <li>• To recognise how places have become the way they are and how they are changing eg: the quality of the environment in a street</li> <li>• To recognise how places compare with other places eg: compare the local area with places elsewhere in the United Kingdom</li> <li>• To recognise how places are linked to other places in the</li> </ul>	<p>To use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>To refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><b>Local environment</b></p> <ul style="list-style-type: none"> <li>• To ask geographical questions</li> <li>• To observe and record eg: identify buildings in the street and complete a chart</li> <li>• To express their own views about people, places and environments for example, about litter in the school</li> <li>• To communicate in different ways (in pictures, speech, writing)</li> <li>• To use geographical vocabulary</li> <li>• To use globes, maps and plans at a range of scales</li> <li>• To use secondary sources of information (ICT, pictures,</li> </ul>	
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	<p>world eg: food from other countries.</p>	<p>photographs, stories, information texts, videos, artefacts)</p> <ul style="list-style-type: none"><li>• To make maps and plans</li></ul> <p><b>Knowledge and understanding of different countries and cultures</b></p> <ul style="list-style-type: none"><li>• To identify and describe what places are like for example, in terms of landscape, jobs, weather</li><li>• To identify and describe where places are eg: position on a map, whether they are on a river</li><li>• To recognise how places have become the way they are and how they are changing [for example, the quality of the environment in a street]</li><li>• To recognise how places compare with other places [for example, compare the local area with places elsewhere in the United Kingdom]</li><li>• To recognise how places are linked to other places in the world [for example, food from other countries].</li></ul>	
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